EDULAB

European Youth in Transition to
Education and Labour

Communication and Dissemination Plan Initial

(CDP-1)

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Purpose and scope of the deliverable

This document serves as a roadmap for all project communication and dissemination activities. It aims to ensure that the findings of EDU-LAB reach all relevant stakeholders effectively, promoting informed decision-making and fostering sustainable educational and employment strategies.

Document history

Version	Date	Description
0.1	03.02 2025	Initial CDP outline drafted; structure and main sections defined
0.2	24.02.2025	Sections expanded with new input
0.3	28.03.2025	Supplemental details added to main sections
0.4	18.04.2025	Additional subsections drafted and expanded
0.5	02.05.2025	First full draft of CDP prepared for internal review
0.6	24.06.2026	*The draft CDP is reviewed and approved by PMB and finalized by the coordinator*
1.0 (final)		*Approved by PMB and the Coordinator*

Table of Abbreviations

Abbreviation	Full Term
CDP	Communication and Dissemination Plan
GE	General Education
PVET	Professional and Vocational Education and Training
ISCED	International Standard Classification of Education
KPI	Key Performance Indicator
KER	Key Exploitable Result
TRL	Technology Readiness Level
NGO	Non-Governmental Organization
WP	Work Package
ISAB	International Stakeholder Advisory Board
EEA	European Education Area
DMP	Data Management Plan

Contents

1. Introduction

1.1. About this document

This document represents the Initial Communication and Dissemination Plan (CDP-1) for the EDU-LAB project, prepared as Deliverable D6.1, due at month 6 of the project's implementation.

The purpose of this document is to outline the strategic framework for all communication and dissemination (C&D) activities across the duration of the project. It provides a roadmap for raising awareness, engaging stakeholders, and preparing for the effective dissemination of project results as they become available.

As the project is still in its early stages, this document focuses on

- Establishing the objectives and guiding principles of communication and dissemination
- Mapping initial target groups and channels
- Detailing the setup and launch of key communication tools
- Providing an initial outline of dissemination milestones in line with the project timeline
- Defining the roles and responsibilities of project partners in WP6

The plan reflects the current state of project activities and will be further elaborated in the subsequent Final Communication and Dissemination Plan (D6.2) due at a later stage, once key project outputs are developed. This future deliverable will include a refined dissemination strategy, updated key messages, measurable impact indicators, and evidence of engagement with stakeholders and platforms.

This document has also been shaped with reference to the support framework offered through the Horizon Results Booster services, which will guide further refinement and execution of the communication strategy throughout the project lifecycle.

The Communication and Dissemination Plan of EDU-LAB project is subject to annual reviews and updates as needed.

1.2. Project overview

EDU-LAB is a Horizon Europe collaborative research project (Grant Agreement No. 101177428) running from January 2025 to December 2027. The project aims to address challenges related to the navigations of pathways in education and training (E&T) of young people (aged 15–30) as well as their transitions from E&T to the labour market, with a strong focus on equity, inclusion, and evidence-based policy reform.

EDU-LAB explores how policies, practices, and institutional arrangements across different E&T systems – particularly in general education (GE) and professional/vocational education and training (PVET) – can be optimized to better support youth in accessing quality learning pathways, completing education, and transitioning into employment.

Key project dimensions include:

- Modelling navigations of young people (aged 15-30) through their E&T pathways and transitions to the labour market
- Examining critical issues in E&T pathways and transitions such as, e.g., early school leaving, work-based learning, and regional disparities
- Assessing the policy and investment landscape with respect to E&T pathways and transitions to the labour market in the European Education Area (EEA)
- Identifying and promoting effective and inclusive practices with respect to E&T pathways and transitions to the labour market at the local, national, and EU levels

The project brings together a multidisciplinary consortium of universities, research institutions, and policy-oriented organisations from across Europe. Through its work packages, EDU-LAB will deliver a combination

of theoretical modelling, empirical research, policy recommendations, and practical toolkits designed to inform and support stakeholders in education, governance, and labour market development.

The project's ambition is not only to generate knowledge, but also to facilitate its uptake through collaborative stakeholder engagement, strategic communication, and targeted dissemination, ensuring that its outputs are accessible, relevant, and impactful at all levels of policy and practice.

1.3. Purpose and scope of the deliverable

This deliverable provides the roadmap for how the EDU-LAB project will communicate its goals, engage stakeholders, and disseminate results throughout its lifecycle.

It defines how the project will raise awareness, engage with stakeholders and ensure that the project's messages, outputs and results effectively reach their intended audiences, supporting long-term uptake and policy impact.

This initial version reflects the early stage of project implementation. It focuses on

- Outlining objectives and guiding principles for communication and dissemination
- Mapping the stakeholder landscape and identifying key audiences
- Presenting the tools and channels set up or planned for project outreach
- Establishing a phased timeline for dissemination activities (setup, engagement, exploitation)
- Defining the roles and responsibilities of the project coordinator and partners under WP6

In this Communication and Dissemination Plan (CDP), dissemination refers to the targeted communication of research results to defined target groups, communication refers to the broader communication of the project and its societal relevance to the public, and exploitation refers to the uptake and use of results by policymakers, practitioners or other stakeholders. These three areas are interlinked to maximize the reach and impact of EDU-LAB.

1.4. Objectives of communication and dissemination in EDU-LAB project

1.4.1. Main objectives

The main objective of EDU-LAB's communication and dissemination activities is to ensure that the project's research results and innovations reach a wide audience – including but not limited to stakeholders from education and industry and thus influence the political and educational policy framework at the national and the European levels. The strategy places particular emphasis on raising awareness of the project's objectives and its achievements, initiating educational policy reforms and improving the employability of young people in the European labour market. At the same time, the research results are to be communicated in a comprehensive and convincing way to provide lasting impulses for political and educational policy changes.

1.4.2. Specific objectives

EDU-LAB pursues three interrelated objectives: First, to significantly increase the visibility of the research results among key stakeholders through targeted communication campaigns. Second, the establishment and maintenance of active engagement with educational institutions, industry representatives, and policymakers to promote the adoption of the project results. Third, the consortium will ensure that the tools and knowledge developed are easily accessible and implementable to effectively support educational and career pathways in Europe.

This dissemination strategy is closely linked to the expected impact of EDU-LAB: research results should inform policy and practice, stimulate future studies and contribute to improving transitions from education to employment, reducing early school leaving and creating more equal opportunities in European education systems.

2. Target groups research-related and outreach activities in EDU-LAB

2.1. Target groups of project's stakeholders and envisioned communication channels

For the various components of EDU-LAB research program, as well as for the outreach dissemination and communication activities, we have identified eight principal clusters of target stakeholders, namely:

A. Governance and administration in the sphere of GE and PVET;
B. Business actors and stakeholders engaged with GE and PVET;
C. Teaching & administrative staff in the education and training institutions;
D. Studying and working youth, as well as the civil society at large (at national, international and regional levels;
E. Research and academia, consultancies;
F. International coordination and development organizations.

Each of these clusters includeы several professional and/or social categories of citizens that are engaged with various aspects of youth life in Europa, ranging from general and professional education and training to the employment and acting as practicians, politicians, employers, researchers or educators. The list of these professional groups associated with individual clusters is shown in Table 1 below.

Table 1. Professional groups included into main clusters of project stakeholders

A: Governance and administration in the sphere of GE and PVET
1. National, regional (provincial) and municipal authorities, inclusive both legislative and executive branches, that govern, finance and administrate institutions of professional education
2. Labour market services and agencies (national and regional)
3. Accreditation and certification agencies in the sphere of GE and PVET
B: Business actors and stakeholders engaged with GE and PVET
4. Production sector chambers (industrial, service, agriculture)
5. Employers and their unions
6. Unions of employees, students and teachers
7. Private investors into the sphere of GE and PVET and the system sponsors and charities
C: Teaching & administrative staff in the education and training institutions
8. Teachers and trainers in GE and PVET
9. Administrators and technical personnel
D: Studying and working youth, as well as the civil society at large (at national, international and regional levels)
10. Young and adult learning people (students) or working youth aged 15-30
11. Parents and/or family members of young learning or working people
12. NGOs, grass-root organizations and other social partners that are active in the sphere of GE and PVET
13. Mass-media in a variety of channels and formats
14. Other involved and interested stakeholders
E: Research and academia, consultancies
15. Individual researchers and research networks in the field of GE and PVET (universities, research institutions, specialized committees in research associations, etc.)
16. Private head-hunting and HR companies, business consultancies
F: International coordination and development organizations
17. European Commission and its individual DG's, European Council, European Parliament etc.
18. UNESCO, OECD, World Bank, EBRD, etc.

For each cluster of stakeholders, we envision most suitable communication channels as summarized in Table 2.

Table 2. Principal groups of EDU-LAB stakeholders and envisioned communication channels

TARGET GROUPS of stakeholders, beneficiaries and end-users	Levels of operation and the related outreach strategy	Primary and additional communication channels			
		Project WEB space and social networks	Academic & research communications	Practical consultations, technical assistance, etc.	Publicist (journalist) contributions
Governance and administration in the sphere of GE and PVET	Global / international / EU	PRIMARY	mixed channels	PRIMARY	additional
	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	additional	mixed channels	PRIMARY	additional
Business actors and stakeholders engaged with GE and PVET	Global / international / EU	PRIMARY	mixed channels	PRIMARY	additional
	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	additional	mixed channels	PRIMARY	additional
Teaching & administrative staff in E&T institutions	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	PRIMARY	mixed channels	PRIMARY	additional
Studying and working youth, the civil society at large	Global / international / EU	PRIMARY	mixed channels	mixed channels	PRIMARY
	National (countrywide)	PRIMARY	mixed channels	mixed channels	PRIMARY
	Regional and local	additional	mixed channels	mixed channels	PRIMARY
Research and academia, consultancies	Global / international / EU	PRIMARY	PRIMARY	mixed channels	additional
	National (countrywide)	PRIMARY	PRIMARY	mixed channels	additional
	Regional and local	additional	PRIMARY	mixed channels	additional
International coordination and consultancy bodies and organizations	Global / international / EU	PRIMARY	mixed channels	PRIMARY	additional
	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	additional	mixed channels	mixed channels	additional

2.2. Explanation of the principal clusters of EDU-LAB stakeholders

Governance and administration in the sphere of GE and PVET

This group of stakeholders includes local, regional, and national authorities responsible for designing, regulating, financing, and managing systems of general and vocational education. It also encompasses employment agencies, certification and accreditation bodies, and ministries concerned with youth, employment, or education policy.

This group is one of the key target audiences for EDU-LAB's communication and dissemination strategy. Its ability to implement or influence education and labour-market policies is directly linked to the project's aim of supporting inclusive, evidence-based reforms.

Business actors and stakeholders engaged with GE and PVET

This group includes a wide range of private and semi-public sector stakeholders working with education and training systems. These include employers, chambers of commerce, labour market associations, workers' and employers' organizations, and private investors in skills development.

EDU-LAB will provide a dialogue with these stakeholders to better understand how well educational outcomes match the needs of the labour market, especially in terms of skills, employability and work-linked learning.

In the current phase, communication with this group will focus on raising awareness of EDU-LAB's objectives in the analysis of transition to employment; building networks so that subsequent results on vocational education and training (VET) and labour market matching can be widely disseminated; identifying

appropriate channels (e.g., industry newsletters, professional associations, employers' roundtables) for future targeted dissemination.

Planned outputs – such as labour market briefings and skills-based recommendations for action – will be developed in a later phase of the project based on the findings.

Teaching and administrative staff in the E&T institutions

This target group includes teaching and training staff, school administrators and leaders at the secondary, post-secondary and tertiary levels – both in general education (GE) and in vocational education and training (VET).

These stakeholders are crucial in implementing changes in teaching methods, curriculum design and support services for learners. Their involvement is therefore central to EDU-LAB's goal of improving transitions and promoting inclusive education and labour market pathways.

In the current phase of the project, EDU-LAB aims to raise awareness among teachers and institutional staff about the key issues of the project (such as early school leaving, equal opportunities, work-based learning), to build a network of interested practitioners who can participate in future outreach activities or pilot projects, and to prepare the ground for disseminating practice-oriented results – such as toolkits or case-based findings – in later phases of the project.

Further communication with this group will aim to translate research findings into directly usable resources for everyday work: Teaching aids, examples of good practice and concise presentations of policy implications for learning environments.

Studying and working youth, the civil society at large

Ensure that the primary beneficiaries of educational policies – the students – understand the research findings and can advocate for their interests. Communication aims to empower and inform these groups about opportunities for skill development and employment.

This target group includes young people between the ages of 15 and 30 – whether they are currently in education, training, employment or none of these – as well as their families, youth-led organizations, NGOs, grassroots initiatives and other civil society actors involved in education, equal opportunities and access to the labour market.

Young people are at the heart of the EDU-LAB research, especially through the participatory case studies in WP4, but also by focusing on navigations of pathways in GE and PVET as well as transitions to the labour market on ISCED levels 3-8. Young people are therefore also a key target group for the future dissemination of project results and for more in-depth participation formats.

In this early phase of the project, EDU-LAB has three main objectives with this group:

- To raise awareness of the purpose and benefits of the project in relation to young people's E&T navigations and transitions to labour
- To establish communication formats that are easily accessible, inclusive and appropriate for young people
- To lay the groundwork for co-created outputs co-designed by young people in later phases
- Planned communication strategies include
- Visually appealing formats such as infographics, short videos and story-based social media posts
- The use of platforms popular with young audiences (e.g. Instagram, TikTok, YouTube)
- Opportunities for young people to actively participate or react to the results – for example, through surveys, polls or interactive content

All activities will strictly adhere to the ethical guidelines of the Data Management Plan and the EDU-LAB Ethical Framework, especially when minors or other vulnerable groups are involved.

Research and academia, consultancies

This group includes academic researchers, university faculties, research institutes, evaluation experts and consultancies with an educational focus who are active in general education (GE), vocational education and training (VET), youth policy or transitions to the labour market – often across sectors.

Throughout the project, EDU-LAB aims to contribute to the advancement of scientific knowledge and to strengthen the exchange with the research community. The involved stakeholders are also essential for validating results, shaping methodological and policy debates, and increasing the visibility of the project in relevant professional circles.

At the outset, EDU-LAB has three main objectives regarding this group:

- Raise awareness of the scope of the research and the interdisciplinary and transdisciplinary approach of the project
- Create opportunities for scientific collaboration, peer feedback and joint publications
- Increase visibility in the research ecosystem through targeted academic dissemination

Planned communication and dissemination activities include

- Open access publications in peer-reviewed journals (from mid-project onwards)
- Participation in relevant conferences and research forums (e.g., WERA, EARA, ESA)
- Scientific outreach activities via platforms such as ResearchGate, Academia.edu and Google Scholar
- Preparation of thematic research briefs and working papers

International coordination and consultancy bodies and organizations

This stakeholder group includes institutions at EU level and international organizations that shape education, youth and labour market policies – such as the European Commission, UNESCO, OECD and others.

These institutions set policy agendas, fund reform processes and promote transnational transfer of knowledge and innovation. EDU-LAB's research on transitions and the resilience of education systems is directly relevant to their mandates, particularly in the areas of inclusion, skills development and youth employment.

In the current project phase, EDU-LAB has three objectives:

- Recognizing Relevance: Clearly identify the contribution of these stakeholders for long term impact
- Ensure awareness: Ensure that project objectives and thematic priorities are linked to EU policy frameworks
- Maintain flexibility: Leave open options for more in-depth cooperation to be defined as results and outputs become available

As the project progresses, tailor-made outputs will be produced for this group, such as policy briefs, synthesis reports and executive summaries (in cooperation with WP5).

Concrete dissemination formats and channels will be developed in the next phase of the project and anchored in the updated CDP (D6.2).

International Stakeholder Advisory Board (ISAB)

The International Stakeholder Advisory Board (ISAB) will play an important role within the EDU-LAB stakeholder landscape. Members of the ISAB will bring different expertise and perspectives to EDU-LAB, which will benefit the scientific, political and practical relevance of the project.

ISAB provides expert advice, contributes to ensuring the relevance and quality of the project outcomes and acts as a multiplier by disseminating the results of the project in its professional, national and European networks.

3. Key messages EDU-LAB communicates to and disseminates among the stakeholders

3.1. Relevance of research

EDU-LAB addresses the key challenges facing young people in Europe as they progress through education and enter the labour market. These include early school leaving, barriers to career pathways, mismatches between educational opportunities and labour market expectations, and persistent inequalities in access, participation, completion and outcomes.

The project aims to produce research findings that are not only methodologically sound, but also directly relevant to stakeholders in education policy, practice and youth work. Its cross-national, mixed-methods design offers both comparative insights and local relevance, taking into account the diversity of systems and experiences of young people in Europe.

EDU-LAB's work enriches the ongoing European debates on inclusive education, skills development and resilient transitions – in line with the objectives of the European Education Area and the Horizon Europe Transformation Call.

3.2. Actionable insights

A key objective of EDU-LAB is to ensure that the project results are translated into practical, usable products that support stakeholders in improving educational and employment opportunities. The resulting findings will be based on theoretical models and assumptions as well as quantitative analyses of available datasets and qualitative field research. They will reflect structural mechanisms, empirical observation and measurement as well as lived experience and development trends.

To strengthen knowledge transfer and achieve impact, EDU-LAB is developing a range of targeted dissemination materials, including

- Policy briefs for decision-makers at national and EU level,
- Visual summaries – such as infographics and data snapshots – that communicate key findings clearly and concisely,
- Practice-oriented resources for teachers and institutional staff that offer recommendations for action based on case studies.

These outputs are tailored precisely to the needs of the respective stakeholder groups and place particular emphasis on transferability, comprehensibility and political relevance.

3.3. Collaboration with stakeholders

EDU-LAB aims to emphasize the importance of multi-stakeholder collaboration, bringing together educators, policymakers, industry leaders, and community organizations and stress the importance of multi-stakeholder approaches in reforming education and labour markets. This collaborative approach is vital for holistic solutions that are sustainable and impactful, ensuring that all voices are heard and integrated into the development of educational and vocational training programmes.

Working with a wide range of stakeholders is a fundamental principle of EDU-LAB. The project brings together different actors – teachers, researchers, policymakers, employers, youth representatives and civil society organizations – to develop a common understanding of how to improve the transition from education to employment.

Over the course of the project, this collaboration will take place through

- Expert interviews and consultations (e.g., exploratory interviews in WP1 and WP2; OSES in WP3B).
- Participatory case studies and workshops with young people and practitioners (WP4).
- Participation in research syntheses and feedback loops (WP5).
- Dissemination and dialogue formats tailored to the respective roles and expertise of the groups (WP6).

This inclusive, consultative approach ensures that results are not only disseminated to, but also developed with stakeholders, thereby increasing their relevance, legitimacy and potential for impact.

Concrete co-creation mechanisms and joint outreach activities will be developed in later project phases and documented in the updated CDP (D6.2).

4. Communication tools and channels

The objective of this chapter is to describe how to effectively disseminate EDU-LAB project findings and engage diverse stakeholders through tailored communication tools and channels, ensuring maximum reach and impact.

4.1. Digital tools

4.1.1. Website

A project-centric website (www.edu-lab-project.eu) serves as a central resource for stakeholders. It features detailed descriptions of the project's goals and methodologies, Information on the consortium partners and case studies, as well as details about every work package. The site will also include a resource centre with downloadable materials and updates on events and news, ensuring stakeholders from researchers to the public will have access to comprehensive and future-oriented project information.

Figure 1. Screenshot of the start page of EDU-LAB website
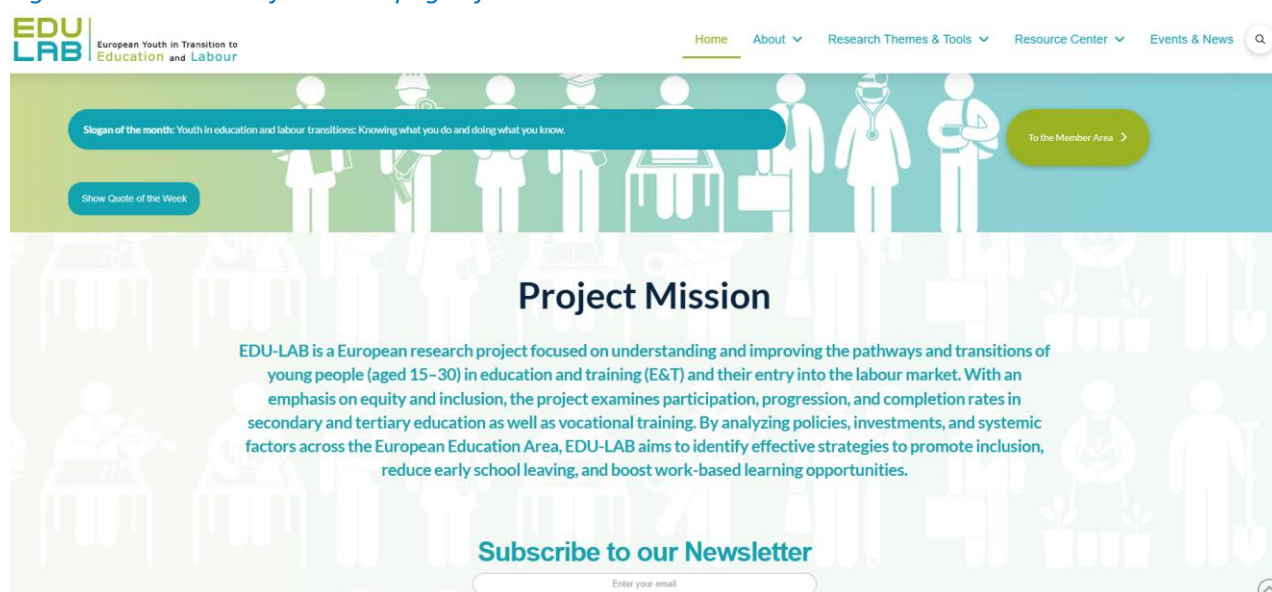
Current Features and Content:

The website is active and functional. The content and layout are continuously evolving, based on communication needs and project progress.

The website currently includes the following sections:

- **Homepage**: A clear project tagline, rotating article/news carousel, and a brief abstract introducing EDU-LAB's core objectives.
- **Newsletter Sign-Up**: Integrated via the Keila tool, allowing visitors to subscribe for regular updates.
- **Project Description**: A detailed overview of EDU-LAB's thematic focus on youth transitions, equity, and participation across GE and PVET systems in Europe.
- **Case Studies**: A section highlighting the twelve qualitative case study locations across seven countries, with introductory notes on each site's demographic and contextual relevance.
- **Consortium**: An interactive display of all 11 partner organisations, each with logo, institutional description, and role in the project (including WP leads).
- **Work Packages**: A developing section that introduces the project's structure, with brief descriptions of WPs 1–7, their objectives, and expected outputs.

These initial components provide a solid informational foundation, establish project credibility, and ensure transparency in line with Horizon Europe expectations.

4.1.1. Electronic EDU-LAB Newsletter

The electronic newsletter (see Figure 2) serves as a regular communication tool to keep stakeholders informed about the progress, milestones and results of EDU-LAB. It aims to ensure continuous visibility of the project, encourage participation and support community building among key target groups such as policymakers, researchers, teachers, labour market actors and youth organizations.

The newsletter system is up and running: Subscriptions are collected via a form on the project website and sent via the locally hosted GDPR-compliant Keila platform.

The EDU-LAB newsletter is published twice a year and is based on important dissemination milestones and project progress. It contains project news, event announcements, brief insights into research activities and links to relevant resources.

Special editions are possible when major outputs - such as toolkits or policy briefs – are published.

Figure 2. The outlook of the first issue of EDU-LAB Newsletter (draft)

The newsletter is a central element of EDU-LAB's integrated approach to communication and dissemination. It complements the website, social media activities and direct contact with stakeholders, and becomes more important as research results become available.

Performance (e.g., open rates, growth in subscribers) will be continuously monitored after the launch of regular issues, and the results will feed into the adjustments documented in D6.2.

4.1.2. Social media platforms

The goal of this section is to describe how to utilize platforms like Facebook, Instagram, X, BlueSky LinkedIn, and potentially TikTok to publish engaging content formats such as infographics, short videos, and storytelling-based posts. These platforms will serve to engage different demographic groups, especially the younger audience.

Some of these platforms already have established accounts and presence.

Content Strategy

- Generate regular updates and posts featuring project news, milestones, and events.
- Post Infographics and video content.
- Blog posts.
- Utilize trending hashtags to increase reach.

Current Status and Purpose

Social media are an essential part of EDU-LAB's communication and dissemination strategy. They increase the visibility of the project, encourage participation and extend its reach – especially among younger target groups.

At the time of D6.1, the project maintains active profiles on:

- **Facebook**: Targets a wide audience, including youth organizations, teachers and the general public.
- **X (formerly Twitter)**: Used to quickly disseminate news, network with research and policy communities, and promote events and updates.
- **Instagram**: Uses visual storytelling with short formats, images, and infographics to engage younger audiences and highlight project milestones.
- **BlueSky:** Aimed at expanding outreach to emerging digital communities and open social web users.

All accounts are operational, consistently branded according to EDU-LAB's visual identity, and maintained by the WP6 team.

Planned Development

As the project progresses, presence on other platforms is to be established. The social media strategy will: promote project milestones, events and publications; share accessible summaries of research findings; use visual formats such as infographics, short videos and case study highlights; tag relevant EU initiatives, policy dialogues and partner institutions to increase reach.

Role in the Dissemination Strategy

The social media platforms complement EDU-LAB's broad dissemination approach by providing fast, dynamic communication channels, raising awareness among young stakeholders and civil society, supporting the promotion of events and participation opportunities, and consolidating EDU-LAB's presence in EU-wide education, youth and labour market discussions. Key metrics such as follower growth, engagement rates and reach will be continuously monitored, and results will feed into the update of the CDP.

4.1.3. Professional and academic networks

Professional and academic networks play a complementary role in EDU-LAB's dissemination activities, especially in reaching researchers, education professionals and evaluation experts in the fields of general and vocational education, youth transitions and labour market integration. In this phase of the project, it is planned to increase visibility in the scientific community, mainly by sharing updates and research results on platforms such as LinkdedIn, Academia.edu, ResearchGate etc., and by participating in relevant academic and policy-oriented conferences and seminars. In addition, open access publications and contributions to professional debates will be sought to ensure broad accessibility and use of the results. As the project progresses and concrete research results from WP1, WP2, WP3, WP4 and WP5 become available, the involvement of these networks will be intensified to support the overarching goal of promoting evidence-based policy learning processes and practical applications.

Activities:

- Publication and sharing of research papers and findings.
- Engage with academic and professional communities through discussions and content sharing.
- Networking events and collaborative opportunities.

4.1.4. Content adaptation and infographics

Infographics and Visual Data

Create visually engaging infographics that summarize complex data and research findings to make them easily understandable for the general public and more appealing for sharing across digital platforms.

Adaptation of content and visual communication

The preparation of content and the use of visual elements are crucial for EDU-LAB to make research results accessible to a wider audience. As complex findings are often difficult for non-technical stakeholders to understand, EDU-LAB plans to create appealing formats that summarize and translate key findings in user-friendly ways.

The focus will be on infographics to

- Present statistical trends concisely.
- Visualize policy recommendations.
- Illustrate education and career pathways.
- Draw attention to key issues such as early school leaving, inclusion and vocational pathways.
- Visual content is developed in parallel with text-based outputs to ensure a consistent message and branding across all dissemination tools.

Status

- No infographics produced yet, but initial planning has begun.
- Potential formats and distribution channels (website, social media posts, presentations, newsletter, leaflets etc.) are being explored.
- Basic data from WP4 are being collected to enable initial visualizations.
- Basic visual standards are defined consistent with the EDU-LAB branding (colour schemes, typography, logos).

The production of infographics and other visually prepared materials is planned for the next phase of the project, in parallel with the publication of initial research results and key dissemination milestones.

Other content adaptation measures

- Simplified abstracts
- One-page project overviews
- Targeted messages for young people and non-technical stakeholders

All visual and adapted materials are designed in accordance with the European Commission's guidelines on visibility and accessibility. This includes a high-contrast structure, clearly legible text and, where appropriate, alternative text (alt-text) for images. These measures ensure compliance with EU accessibility standards and ensure that publicly available communication materials can be used by a wide audience.

4.1.5. Video contents

At this early stage of the project (M6), EDU-LAB has not yet produced any video content. However, the use of short, easily accessible videos is being explored to support wider dissemination and participation, particularly among young target groups and non-technical stakeholders.

Possible future video formats

- Short project explanatory videos presenting the objectives and approach of EDU-LAB
- Explainer videos to simplify complex research findings and/or recommendations
- Event footage capturing key moments from stakeholder workshops or webinars
- Interviews with project stakeholders and researchers
- Webinars and video tutorials on research methodologies and findings

The feasibility and strategic added value of video productions will be evaluated in more detail as the project progresses. Influencing factors will include available resources, communication requirements from WP5 and WP6, and target audience preferences.

If videos are developed, they will meet the communication requirements of Horizon Europe, including correct information on EU funding and branding standards.

A binding decision on video production will be recorded in the updated Communication and Dissemination Plan (D6.2), depending on project development and available resources.

Possible Distribution Channels:

- YouTube, project website, social media.

4.2. Publications and presentations of project results and outcomes

4.2.1. Scientific journals

Scientific publications are a central component of EDU-LAB's dissemination strategy: the project aims to enrich the debates on the navigations of pathways in GE and PVET as well as the transitions from education to the labour market with high quality, evidence-based studies – in research, policy and practice.

The plan is to publish articles in peer-reviewed journals in the fields of education, labour market and youth research and related interdisciplinary fields. The focus will be on ensuring that these articles are accessible via Open Access formats to maximize reach and impact within the academic community and beyond. Preference will be given to journals that have a wide reach and are relevant to policymakers.

At the time of D6.1, no articles had been submitted; this is to be expected given the early stage of the project. Publication opportunities will arise progressively as results from research activities become available.

All scientific outputs will be published as open access, with acknowledgement of EU funding and clear communication of results to maximize scientific and practical impact.

4.2.2. Conferences and seminars

Participation in academic and policy-oriented conferences is foreseen as part of the EDU-Lab dissemination strategy as results begin to emerge. The goals are to

- Present findings at relevant educational and vocational guidance conferences, such as those hosted by WERA, EARA, and AEA, among others. This will help in establishing academic and industry connections.
- Organizing at least one concluding open project conference.

4.2.3. Workshops and webinars

Workshops and webinars are planned as key dissemination and participation formats within EDU-LAB. They will be used to present initial results, gather feedback from stakeholders and promote a two-way dialogue.

At the early stage of the project, no workshops or webinars have taken place; the project plans to initiate these activities once the results begin to mature.

Topics, formats and frequency will be determined based on dissemination priorities and available capacity. All events will follow Horizon Europe's visibility and acknowledgment rules; recordings or summaries may be published on the project website or social media channels as appropriate.

A detailed schedule and engagement approach for workshops and webinars will be developed in the next phase of the project.

4.3.   Media outreach

In addition to direct work with stakeholders and scientific publications, EDU-LAB plans to use traditional and digital media to publicize the objectives, results and social relevance of the project. Although media work is not a priority in the early stages of the project, it will become more important as soon as the first high-profile materials – such as policy briefs, youth-oriented content or final synthesis reports become available.

Media activities complement the website, social media and event-related dissemination and follow the requirements of Horizon Europe regarding funding acknowledgment and public communication standards.

4.3.1.   Press releases

Press releases are considered as a possible communication tool to publicize important milestones and results of EDU-LAB. They are specifically used when research results or events deserve wider media coverage.

This includes major dissemination moments such as the publication of project results, stakeholder events or the presentation of final recommendations. Press releases are written in clear language, designed in the EDU-LAB style and distributed through appropriate media and stakeholder channels.

Templates and internal coordination processes for press releases will be developed by WP6 and further refined during the project.

4.3.2.   Journalist engagements

As the project progresses and high-profile outputs emerge – particularly policy-relevant findings or youth-oriented materials – targeted media outreach may be considered to increase the visibility of the project.

The plans are to engage and cultivate relationships with journalists and influencers who have an interest in education, education-to-labour market transitions, and youth employment to ensure regular media reporting to provide in-depth coverage of the research findings and their implications.

Such media outreach would be carefully planned to ensure that the communication is accurate, relevant and appropriate to the scope of the project.

Depending on the national context, partners may seek to engage with education or policy journalists, particularly around key events or publications.

All future media activities will be coordinated by WP6 and will follow the Horizon Europe guidelines for public relations, including the correct acknowledgment of EU funding and the use of project branding.

4.4.   Targeted communications

4.4.1.   Stakeholder specific content

Tailoring communication materials to the needs and expectations of different stakeholder groups will be a core component of the EDU-LAB dissemination strategy. As outlined in section 3, the project addresses a wide range of target groups – including policymakers, teachers, employers, researchers and young people – each with different information needs, communication preferences and technical backgrounds.

WP6 coordinates these outputs in close collaboration with WP5, ensuring that each communication product is tailored to its target audience, while maintaining the consistent message and visual identity of EDU-LAB.

The format, tone and level of detail will depend on the communication objectives of each stakeholder group and will be supported by the tools described in sections 5.1 and 5.2.

The goal is to develop content specifically tailored to the needs and interests of different stakeholder groups, ensuring that all communications are relevant and engaging.

4.4.2.   Policy Briefs

Policy Briefs are intended to be a central dissemination tool of EDU-Lab. They will translate the project's research findings into practical recommendations for policy and institutional decision-makers at local, national and EU levels.

Although no policy briefs have been published yet, work on the first drafts will be underway as soon as the synthesis work in WP5 starts and the first results from other WPs become available. The briefs will present evidence in a compact and understandable way and may focus on thematic areas central to EDU-Lab's research like early school leaving, inclusion in vocational training and models supporting transitions to employment.

4.5. Engagement with and feedback from stakeholders

4.5.1. Interactive elements

Interactive elements are part of the broader EDU-LAB strategy to engage stakeholders, promote dialogue and strengthen the relevance and use of project results. While no such tools have been published yet, the project will be exploring options as research results and participation needs grow.

Possible interactive elements

- Online feedback forms or surveys to solicit feedback on findings or products
- Interactive web pages or visualizations on the EDU-LAB website that clearly present key findings
- Online polls or discussions through our social media channels, especially to involve young people but also broader public stakeholders

Whether and which tools will be implemented will depend on the available resources, research results and their relevance for the different target groups.

All interactive offers will meet the communication requirements of Horizon Europe: accessibility, clarity and with the proper EU funding acknowledgment.

4.5.2. Mailing lists

Mailing lists are part of EDU-LAB's outreach infrastructure and allow for regular updates and direct communication with stakeholders. At M6 the project has a central, subscription-based mailing list that is managed through the Keila platform and integrated into the project website.

This mailing list serves as a distribution channel for the EDU-LAB newsletter and can also be used for targeted announcements such as event invitations, publications or calls for surveys. Other internal mailing lists support the consortium partners in project coordination.

All mailings comply with GDPR and Horizon Europe communication guidelines, including the correct acknowledgement of EU funding. As the project progresses, the mailing lists can be segmented by stakeholder type for more targeted communication.

4.6. Event participation

Participation in external events is an important part of the EDU-LAB dissemination strategy. It provides an opportunity to present project objectives, progress and results to a wider audience and to network with related initiatives and stakeholder networks.

The plan is to participate in relevant conferences, workshops and policy dialogues as research results become available. In addition to external appearances, EDU-LAB is planning on organizing its own participation formats, including possibly stakeholder workshops and webinars, as well as at least one concluding open project conference to present the final results and recommendations, as foreseen in the grant agreement.

A detailed participation plan will be developed in the next project phase and included in the updated CDP (D6.2).

4.7. International platforms and results portals

EDU-LAB plans to utilize dissemination platforms supported by the European Commission to increase the visibility and impact of its research results. In particular, the consortium intends to upload selected public results and key exploitable outputs to the Horizon Results Platform and (if applicable) the Innovation Radar, as recommended by Horizon Europe.

Through these platforms, the project will

- Reach a wider policy, business and research audience
- Highlight innovations and best practices with potential for uptake or scaling
- Ensure long-term visibility of EDU-LAB results beyond the official end of the project

Results to be disseminated there may include policy briefs, synthesis reports and toolkits to be developed in WP5 and WP6. The timing and selection of materials will be agreed by the consortium as the results mature.

In addition, relevant project results may be published in open data repositories such as Zenodo, in line with the FAIR Data Principles and the EDU-LAB Data Management Plan.

5. EDU-LAB identity and visibility

5.1. Visual identity, logo, and templates

EDU-LAB has developed a clear visual identity to ensure that the project has a consistent and recognizable presence in all communication and dissemination activities. This identity reflects the focus on inclusion, education and youth transitions and emphasizes a clear, accessible design that appeals to different target groups.

The project logo was created at an early stage and is used in all key communication materials from the website to social media profiles and presentation and document templates. As part of the visual identity, a series of pictograms and illustrations have been developed showing young people in a variety of educational and professional contexts. These graphics illustrate the diversity of youth experiences addressed by EDU-LAB and are carefully aligned with the colour palette and design guidelines and emphasize inclusivity and avoid stereotypical representations. All these elements are shown in Figure 3 below.

*Figure 3. Main elements of project's visual identity*

Standard templates for various EDU-LAB documents and outputs are also available for the sake of consistency. Inter alia, these are:

- Presentation slides for internal and external meetings
- Document templates for reports, deliverables, and policy briefs
- Visual guidelines for fonts, colour palettes, and layout rules

Two illustrative examples are displayed in Figure 4 below and must These templates ensure that the project identity is consistent across all partner institutions and publications.

Figure 4. Examples of templates for EDU-LAB products
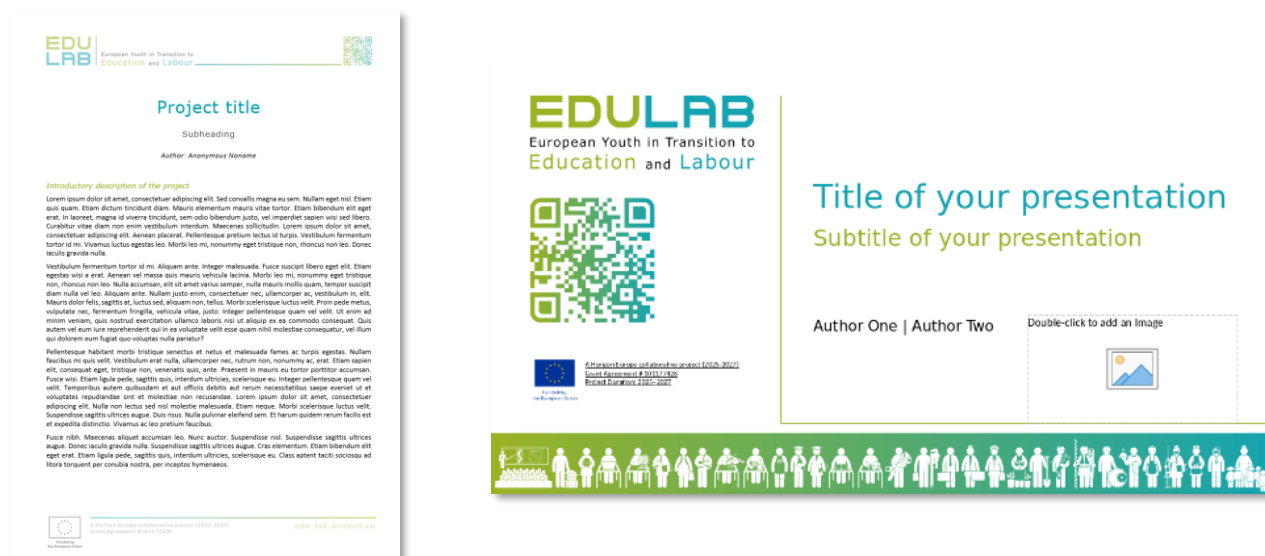
These templates ensure that the project identity is consistent across all partner institutions and publications.

Figure 5. Conference Banner from the EDU-LAB Kick-off Event

5.2. EU visibility and funding acknowledgement

As an EU-funded Horizon Europe project, EDU-LAB fully complies with the visibility and funding labelling requirements of the European Commission, according to Article 17.2 of the Grant Agreement and the official EU guidelines for communication and visibility.

All communication materials of the project – whether digital, printed or multimedia – contain the mandatory elements:

- The emblem of the European Union (EU flag) in a clearly visible position.
- The funding statement: *"This project has received funding from the European Union's Horizon Europe research and innovation programme under grant agreement No 101177428."*

These elements are being integrated into:

- The project website
- Social media banners and profiles
- Presentation templates
- Policy briefs, reports and deliverables
- All public press releases, media documents and external communications

The EDU-LAB project ensures that all partners are aware of these obligations; templates provided will include the required branding and funding acknowledgement as standard.

In addition, at all high visibility events – such as workshops, webinars and the final project conference – appropriate EU visibility will be ensured with banners, logos and slides in accordance with Horizon Europe rules.

6. Dissemination strategy

6.1. Content strategy

EDU-LAB's content strategy ensures that messages, results and products are communicated clearly, consistently and in a way that is appropriate for the target audience. This supports the project's overall goal of improving education-to-labour transitions and addressing challenges such as early school leaving and inequities in general and vocational education.

The approach recognizes that different target groups may require specific information. For policy makers and researchers, EDU-LAB provides robust, data-based formats such as policy briefs, working papers and academic articles. For young people, teachers and the public, the project relies on easily accessible, engaging formats like infographics, videos (eventually), social media posts and news updates on the website. This multi-layered communication model ensures that each group receives relevant and usable content.

Communication is closely tied to project milestones so that updates and deliverables reflect actual progress and provide guidance to stakeholders at critical times.

The coordination of all partners under the guidance of WP6 will ensure a consistent voice and adherence to the EDU-LAB branding.

All communication activities will follow the Horizon Europe guidelines (clear reference to EU funding, visible EU logo and compliance with open access and accessibility guidelines)

6.2. Engagement strategy

EDU-LAB's engagement strategy is built on interactive dialogue. Webinars with live Q&A, stakeholder workshops, targeted surveys, and short social-media polls create multiple channels through which participants can both receive information and shape the project as it evolves. Each activity is matched to its audience: for young people and the general public, the project relies on easily accessible, engaging formats like infographics, videos (possibly), social media posts and news updates on the website; for policymakers and researchers, EDU-LAB provides robust, data-based formats such as policy briefs, working papers and academic articles.

Inclusivity remains a guiding principle and participation will actively seek voices from underserved regions and communities. This ensures that findings resonate beyond the usual networks and reflect diverse experiences.

Timing is anchored to project milestones. Under the coordination of WP6, partners align outreach so that updates correspond with concrete progress – qualitative and quantitative modelling analysis in WP1, policy analyses in WP2, quantitative results in WP3, case study insights in WP4, and synthesis outputs in WP5. A consistent visual identity and unified messaging guarantee that every communication, regardless of format or language, is recognisably EDU-LAB.

The insights gathered through stakeholder engagement will also feed back into the project's synthesis work, strengthening the quality and practical relevance of EDU-LAB's final outputs.

7. Evaluation and impact assessment

7.1. Metrics and KPIs

The EDU-LAB project monitors and evaluates the effectiveness of its communication and dissemination activities using qualitative and quantitative indicators. These indicators make it possible to track progress, identify potential for improvement and adapt the strategy based on evidence.

The following indicators are planned for the current phase:

- Website activity: Number of visitors, downloads and page views
- Social media reach: Number of followers, engagement rates, shares and mentions across all platforms
- Newsletter performance: Number of subscribers, open and click rates
- Event attendance: Number of attendees at workshops, webinars, and conferences
- Scientific dissemination: Number of conference papers, published articles and citations
- Media presence: Number of press reports, articles or other media contributions mentioning EDU-LAB
- Stakeholder engagement: Number of consultations, survey responses or feedback forms received

These indicators will be refined over the course of the project; baseline data will be collected in the first year of active dissemination and specific targets will be set based on the project milestones.

Monitoring will be coordinated by WP6. All partners regularly provide data from their local and international activities to allow for a comprehensive analysis.

7.2. Review and adaptation

The EDU-LAB project recognizes the need to regularly review and adapt its communication and dissemination strategy to remain effective and relevant throughout the course of the project. To this end, a continuous evaluation process will be established to monitor progress, assess results and identify areas where adjustments are needed.

Reviews will take place at regular intervals under the leadership of WP6 and with the participation of all project partners. This will include:

- Ongoing monitoring of the communication and performance indicators described in section 8.1
- Obtaining qualitative feedback from partners, stakeholders and participants
- Assessing the reach and usability of outputs, including website content, social media posts and publications

Based on these findings, the CDP will be adjusted in an evidence-based manner – for example, by revising the format or frequency of content, targeting audiences more precisely or optimizing outreach channels.

Formal updates to the communication and dissemination strategy are presented in future updates of the CDP deliverable, allowing the project to respond flexibly to new needs, opportunities and challenges.

8.   Timeline and milestones

8.1.   Launch phase – setup and strategy (M1–M6)

The first phase of EDU-LAB's communication and dissemination work focused on laying the strategic and operational foundations for all future outreach activities. The Communication and Dissemination Plan (CDP) was developed, the project website went online, and the first posts were published on the project's own social media profiles that were established. At the same time, a newsletter system was set up, allowing visitors to subscribe directly on the website; it will be sent via a fully GDPR-compliant mailing platform.

In parallel, the consortium developed a consistent visual identity – including a logo, colour palette, pictograms and document templates – to ensure that all materials are clearly attributed to the project. An initial stakeholder mapping exercise identified priority audiences, while WP6 created reporting templates and internal workflows to efficiently manage dissemination.

A Communication and Dissemination working group with representatives from all partners, has been set up to coordinate outreach activities and ensure alignment across the consortium.

8.2.   Mid-project phase – active dissemination (M7–M24)

In the second phase, EDU-LAB will focus on actively disseminating interim results, engaging stakeholders and widening the reach of key messages. The consortium will start publishing formats such as policy briefs, infographics, working papers and thematic updates. The newsletter will become more important: two issues per year will inform subscribers about key project progress.

Dialogue formats such as workshops and webinars bring together policy makers, teachers, youth representatives and labour market actors. These events serve to present the state of the work, receive feedback and learn from each other across sectors. At the same time, the consortium is increasing its presence at external conferences, seminars and professional events with a focus on the EEA to share the project's findings in both academic and practice-oriented circles.

The website and social media channels remain central hubs to ensure that news, results and events reach stakeholders and the general public in a targeted manner. During this phase, the consortium will continuously monitor the dissemination performance and collect feedback to adjust the activities on an ongoing basis.

It is recognised that this timeline is subject to change and will be refined as the project evolves, with updates reflected in the next version of the CDP.

8.3.   Final phase – synthesis, exploitation, and final dissemination (M25–M36)

In the final phase, EDU-LAB focuses on summarizing the research results and preparing them in such a way that they are easily accessible, practice-oriented and widely usable for the target groups. The aim is to maximize the impact of the project and to ensure that the results are used beyond the formal duration of the project.

Key activities include the production and dissemination of final deliverables – including synthesis reports, policy briefs, toolkits and recommendations. These products will be based on the integrated work of WP1 to WP5 and will be aimed at policy makers, practitioners, teachers and youth organizations.

As stipulated in the grant agreement, the project will organize at least one open final conference to present the final results, deepen the dialogue with stakeholders and discuss ways of exploitation.

The website, social media channels, newsletters and professional networks will be used intensively in this phase to reinforce the final messages, promote the results and strengthen long-term visibility.

As with the previous phases, the timeline may be adjusted if necessary, and updates will be documented in future versions of the CDP.

8.4. Long-term sustainability and visibility

To guarantee the sustainability of the results, EDU-LAB will ensure that key deliverables – such as reports, policy briefs and toolkits – remain accessible after the end of the project. Public outputs will be made available through the project website, the Zenodo repository and EU dissemination platforms such as the Horizon Results Platform, thus ensuring long-term visibility and the possibility of adoption by relevant stakeholders.

9. Project bodies and responsibilities

9.1. Project coordinator

The dissemination, communication, and exploitation plan for the EDU-Lab project is strategically organized under Work Package 6, led by the project coordinator, **Economica**. This package focuses on frameworks for outreach activities essential to the project. Economica spearheads the design and execution of the project's dissemination agenda, including developing and maintaining the project website and managing official communications through the project email and social media profiles.

Economica is responsible for producing and distributing bi-quarterly electronic newsletters, available for subscription via Keila, and designing printed materials such as leaflets, flyers, brochures, policy briefs, and posters. Beyond these tasks, Economica also oversees the comprehensive dissemination and exploitation strategy, which includes planning and organizing webinars, workshops, and conferences. They manage the submission of panel discussions and conference sessions at scientific and policy-related public events and collaborate with leaders of research and policy-oriented work packages to plan scientific publications.

The project's dissemination and communication efforts are supported by the broader project partnership and the dedicated EDU-Lab Dissemination and Communication Group, ensuring cohesive and effective outreach.

9.2. Partners

Each partner team in EDU-LAB consortium disposes at least one or more (as requested) person months to actively participate in project's dissemination and communication activities as shown in Table 3 below.

Table 3. Distribution of staff effort per institutional partner in total person-months for dissemination, communication, and exploitation activities in EDU-LAB (WP6)

ECONOMICA	UOA	ULusofona	EVALA G	UNI BA	ALMALAURE A	KOLEG JI AAB	BCU	MGU	UNI GRAZ	TAU
21.90	3.00	2.00	2.00	2.00	2.00	5.00	4.00	2.00	1.00	1.00

As the WP5 (Research synthesis, integration and recommendations for policies and practice) Lead, UOA supports WP6 with the project's digital presence, including regular updates to the website and social media. They also help produce and distribute promotional materials like posters, leaflets, banners, and infographics in various formats. Additionally, UOA contributes to the bi-quarterly newsletter and other key project deliverables, ensuring effective and cohesive dissemination efforts.

Each partner organization participates in the communication tasks according to its role and national and technical expertise. This includes providing content and progress reports from the respective work packages, disseminating the project through institutional networks, and – where necessary – translating and adapting materials for local audiences.

The scientific work packages provide the material for dissemination products such as policy briefs, toolkits and technical publications. WP6 works closely with these work packages to prepare research results in a way that is understandable and accessible to different stakeholder groups.

A communication and dissemination working group coordinated by WP6 has been set up to facilitate collaboration within the consortium, monitor progress and ensure synergies between all partners. Each member has nominated a contact person for this purpose, and the group meets regularly to coordinate activities, exchange information and jointly plan outreach activities.

The ISAB, described in Section 3.8, complements the consortium's dissemination efforts by providing expert input and helping amplify project outreach through its networks.